

# Decodable Text Project

## Kindergarten

Winter 2019

# Agenda

- Background for project
- How to interpret the information
- How to use decodable texts school or district-wide

# Structured Phonics Program

- National Reading Panel Report 2000
  - Highly effective in teaching all students the foundational skills
- IES (Institute for Educational Sciences) July 2016
  - Strong Evidence to support need to develop an awareness of the segments of sounds in speech and how they link to letters
  - Strong Evidence to support need to teach students to decode words, analyze word parts, and write and recognize words.
- RIDE self-reflection tool to assist in evaluating your foundational skills program



# Argument in support of decodable readers

- Students from language-rich homes more likely to make inferences about sounds and word patterns that have not been specifically taught (Liben, 2016).
- Students from less educated families though obviously just as capable to develop in this area, often come to school with less practice in inferential modes of discourse and frequently less comfort and less diverse language exposure in general (Hart and Risley, 2003).
- Leveled reading systems privilege inferential learning.

# Supporting Our Students

- Structured phonics programs directly teach the concept of what a spelling sound pattern is and what it does, thus supporting students who might not have the advantages of students from more language-rich families.
- Metacognitive awareness has long been shown to be an equalizer and support students at all socioeconomic statuses.
- The use of decodable readers provides connected text that students can be successful with as they have been taught all the necessary skills to decode any (most) unknown words found in the text.



# Structure Phonics Feature #1

- Letter Knowledge – name the letters in the English language
- Sound or Phonemic Awareness - which leads to segmenting words into phonemes *p, b, t, ch, oi*

These skills enable students to interpret letters as representing separate sounds in individual words and as a result remember how to read and spell words

# Structure Phonics Feature #2

- Directly teaches spelling/sound patterns of English separately, explicitly, and gradually
- Provides an opportunity to apply the taught skills as students read and spell words both in and out of context (Landi et al 2006)
  - Connected text
  - Games
  - Puzzles
  - Flashcards

# Connected Text

- Words are restricted to the spelling/sound patterns that have been taught
  - Example: short vowels had been taught but not long vowels with the vce (vowel, consonant, silent e). Therefore, words like *cap*, *hop*, or *tub* could be used but *cape*, *hope*, or *tube* would not be used



# Rule of Thumb for Decodable Texts

- The majority of the words found in the text conform to the letter-sound or phonetic patterns that have been taught up to that point in the program
- Phonetic or letter/sound patterns not yet taught do not appear, or appear far less often, hence the term “phonetically controlled.”

# Leveled Readers

- Books are “controlled” essentially by every other feature of the text and rely on the semantics and syntax of language
  - repetition
  - context
  - illustrations
  - sentence length
  - sentence patterning
  - font size
- Books/readers are placed into complexity levels according to these text features and/or supports that makes what happens very predictable. Typically, guided reading programs use these types of texts.
- Students do not *have* to focus solely on the spelling/sound patterns of each or most of the words because they have other skills/means/ways to *read* the text.

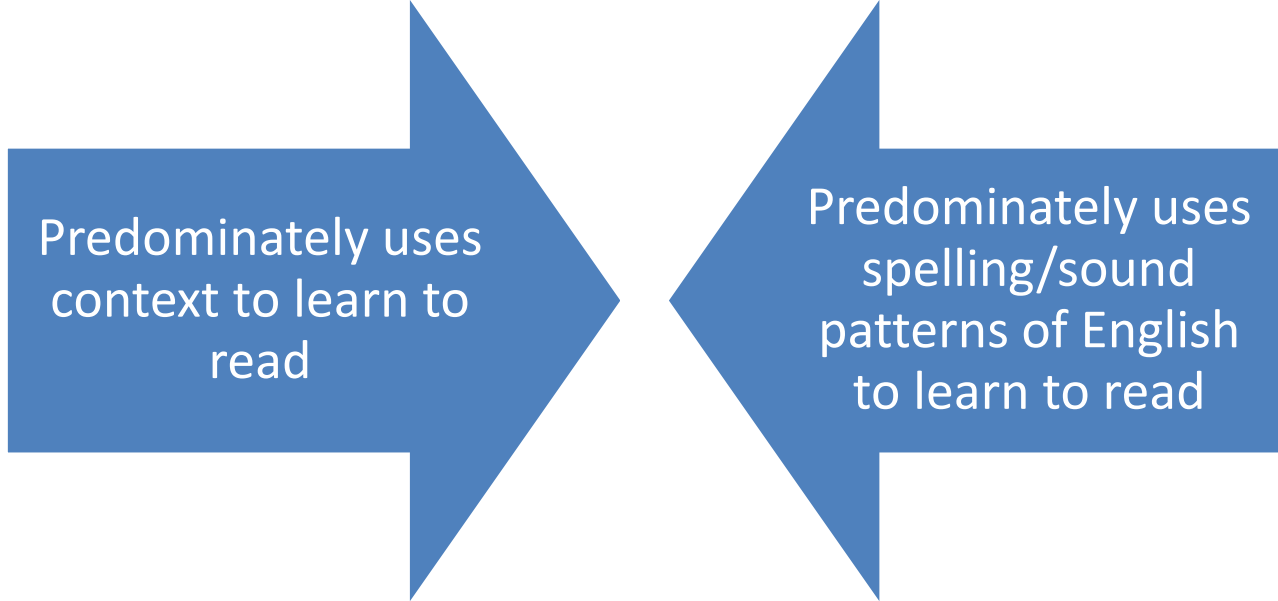
# Decodable Books

- Less repetition
- Fewer pictures or more simplistic pictures
- Less predictable
- Attend to phonetic patterns learned
- May contain high frequency words (sight words, snap words, trick words) learned to date

# Major Difference

Guided Reading  
Leveled Texts

Phonetically Controlled  
Texts (Decodables)



Predominately uses  
context to learn to  
read

Predominately uses  
spelling/sound  
patterns of English  
to learn to read

**Both are needed in an effective reading curriculum**

# Project Goals

- To map out skills across Kindergarten (Level K) Foundations®
- To map out skills across Boston Public Schools *Focus on K2* Working on Words (WOW) curriculum
- To provide a list of free decodable books for LEAs/schools to use with Foundations® or WOW
- To match sequence of spelling patterns taught with available books
- To match sequence of high frequency words/ sight words/ trick words taught with available books
- To provide LEAs with an opportunity to think/plan how and why these types of books should be included in their current reading program

# List of Skills

## Fundations® and BPS WOW

RIDE Decodable Text Project  
List of Skills



Fundations® Level K		Trick words /sight words	Phonics Skill
Unit 1	week 1		t, b, f
	week 2		m, n
	week 3		i, u
	week 4		c, o
	week 5		a, g
	week 6		d, s
	week 7		e, r
	week 8		p, j
	week 9		l, h, k
	week 10		v, w
	week 11		y, x
	week 12		z, q
Unit 2	week 1		blending and segmenting words; all consonants and short vowels have been introduced
	week 2		
	week 3		
	week 4		
Unit 3	week 1		
	week 2	the, a	
	week 3	and, are, to	w, v, z, qu initial sound
	week 4	is, his	x final sound
	week 5	as, has	c versus k initial sound
	week 6	was	
Unit 4	week 1	we, she, he	wh, ch, sh, th (ck)
	week 2	be, me	
	week 3	I, you	ck
	week 4	they	
Unit 5	week 1	or, for	
	week 2	of, have	
	week 3	from	
	week 4	by, my	
	week 5	do	
	week 6	one	

BPS Focus on K2 Working on Words		Sight Words	Phonics Skill
Unit 1	week 1		
	week 2		t
	week 3		f, b
	week 4		m, n
	week 5		i, u
	week 6		c, o
Unit 2	week 1	the	a, g, d, s
	week 2	I	e, r
	week 3	my, it	p, j
	week 4	see	l, h, k
	week 5	you	v, w
	week 6	to, and	y, x
	week 7	in	z, q
	week 8	a, on	blending and segmenting words; all consonants and short vowels have been introduced
	week 9	is	
	week 10	she, they	
Unit 3	week 1	was	
	week 2	like, me	
	week 3	all	
	week 4	he, his	
	week 5	can	
	week 6	are, do	ch, sh, th, wh
	week 7	of	
	week 8	with, for	
Unit 4	week 1	or, have	ck
	week 2	as, has	
	week 3	am	
	week 4	we, be	
	week 5	does	
	week 6	go no. so	
	week 7	by	
	week 8		

27 words

38 words

 words are introduced earlier in Fundations than in WOW  
 words are not introduced in the other program

# Let's take a closer look

## RIDE Decodable Text Project

### List of Skills

Foundations® Level K		Trick words /sight words	Phonics Skill	BPS Focus on K2 Working on Words		Sight Words	Phonics Skill
Unit 1	week 1		t, b, f	Unit 1	week 1		
	week 2		m, n		week 2		t
	week 3		i, u		week 3		f, b
	week 4		c, o		week 4		m, n
	week 5		a, g		week 5		i, u
	week 6		d, s		week 6		c, o
	week 7		e, r	Unit 2	week 1	the	a, g, d, s
	week 8		p, j		week 2	I	e, r
	week 9		l, h, k		week 3	my, it	p, j
	week 10		v, w		week 4	see	l, h, k
	week 11		y, x		week 5	you	v, w
	week 12		z, q		week 6	to, and	y, x
			blending and segmenting words; all consonants and short vowels have been introduced				
Unit 2	week 1				week 7	in	z, q
							blending and segmenting words; all consonants and short vowels have been introduced
	week 2				week 8	a, on	
	week 3				week 9	is	
	week 4				week 10	she, they	
unit 3	week 1			Unit 3	week 1	was	
	week 2	the, a			week 2	like, me	
	week 3	and, are, to	w, v, z, qu initial sound		week 3	all	
	week 4	is, his	x final sound		week 4	he, his	
	week 5	as, has	c versus k initial sound		week 5	can	
	week 6	was			week 6	are, do	ch, sh, th, wh
Unit 4	week 1	we, she, he	wh, ch, sh, th (ck)		week 7	of	
	week 2	be, me			week 8	with, for	
	week 3	I, you	ck	Unit 4	week 1	or, have	ck
	week 4	they			week 2	as, has	



## Important Comparison Chart

[illegible]

If an LEA does not have a consistent foundational curriculum district-wide, then a comparison chart will need to be created.



# Fundations® Decodable Booklist Kindergarten Level

Fundations® Level K				
Unit	Week	Trick Words	Foundational Skill	Decodable Book Title
Unit 3	week 1	the, a	all consonants and short vowels have been	Cat on the Mat
	week 2			Nan and Pap (short a words)
	week 3	and, are to	w, v, z, qu initial sound	Lex (short e book)
				The Van (short a review)
				What is it? (short i words, What (in title))
				Bam (short a book)
	week 4	is, his	x final sound	The Pet in a Jet
				Dan and his Cap
				The Bed (short e review)
				The Box (short o review)
Unit 4	week 5	as, has	c versus k initial sound	Dan and a Van
				The Lad
				Ab (short a book)
				Ed (short e book)
				Dez (off, short e book)
				Oz (short o book)
				Ut (short u book)
	week 6	was	wh, ch, sh, th (ck)	What am I? (short a words, What
	week 1	we, she, he		What did you get? (short o words, What (in title))
	week 2	be, me		What can you be? (What in title)
Unit 4	week 3	I, you	ck	A Nap and a Map (short a words)
	week 4	they		

Fundations® Level K				
Unit	Week	Trick Words	Foundational Skill	Decodable Book Title
Unit 4	week 3			I see Sam (see, repeats same 3 words (I, see Sam))
				Sam (see, repeats same 4 words (I, see Sam, am))
				See Sam (see, repeats same 5 words (see, Sam, I am, me))
				See Me (see, repeats same 6 words (see, Mat, I, Sam, am, me))
				Mat (see, repeats many words)
				See Mat (see, repeat many words)
				Sam Sat (see, repeat many words)
				What do I have? (short e words, What (in title))
				What do we see? (see, short u words, What (in title))
				What do I have? (short e words, What (in title))
Unit 5	week 1			What do I have? (short e words, What (in title))
	week 2			What do I have? (short e words, What (in title))
	week 3			What do I have? (short e words, What (in title))
	week 4			What do I have? (short e words, What (in title))
	week 5			What do I have? (short e words, What (in title))
	week 6			What do I have? (short e words, What (in title))
	week 7			What do I have? (short e words, What (in title))
	week 8			What do I have? (short e words, What (in title))
	week 9			What do I have? (short e words, What (in title))
	week 10			What do I have? (short e words, What (in title))

<https://www.hubbardscupboard.org>  
<http://www.readinga-z.com/books/decodable-books/>  
<http://www.funphonics.com/index.php/books/downloads>  
<http://www.freephoneticreaders.com/>  
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Five free downloads are available after you register (only the 5 free are listed in this information). However, you can pay for a school license for 60 printable readers for \$199.

14 Day free trial to download and save all books

FREE trial membership can only access levels 1 and 2 (Books 1-8). Pay 4.97 for a month to access other books or 47.00 annually.



# Fundations® Level K

Unit	Week	Trick Words	Foundational Skill	Decodable Book Title
Unit 3	week 1		all consonants and short vowels have been	
	week 2	the, a		
	week 3	and, are to	w, v, z, qu initial sound	Cat on the Mat
				Nan and Pap (short a words)
				Lex (short e book)
	week 4	is, his	x final sound	The Van (short a review)
				What is it? (short i words, What {in title})
				Bam (short a book)
				The Pet in a Jet
				Dan and his Cap
	week 5	as, has	c versus k initial sound	The Bed (short e review)
				The Box (short o review)
				Dan and a Van
				The Lad
				Ab (short a book)
				Ed (short e book)
				Dez (off, short e book)
				Oz (short o book)
Ut (short u book)				
week 6	was			
Unit 4	week 1	we, she, he	wh, ch, sh, th (ck)	
	week 2	be, me		
	week 3	I, you	ck	What am I? (short a words, What
				What did you get? (short o words, What {in title})
				What can you be? (What in title)
				A Nap and a Map (short a words)
	week 4	they		
				I see Sam (see, repeats same 3 words{ I, see Sam})
				Sam (see, repeats same 3 words{ I, see Sam})
				See Sam (see, repeats same 4 words{ I, see Sam, am})
				See Me (see, repeats same 5 words {see, Sam, I am, me})
				Mat (see, repeats same 6 words {see, Mat, I, Sam, am, me})
				See Mat (see, repeats many words)
				Sam Sat (see, repeat many words)

## Foundations® Level K

Unit	Week	Trick Words	Foundational Skill	Decodable Book Title
Unit 5	week 1	or, for		Rob (short o book)
	week 2	of, have		Jan and Pam (short a review)
				Rex and Tex (short e review)
				Siz and Liz (short i review)
				The Pit (short i review)
				Dod and Bob (short o review)
				Hun and Sum (short u review)
				Jaz (short a book)
				Bill (short i book)
				Vic (short i book)
				Mod (short o book)
				Tut (short u book)
				Rus (short u book)
	week 3	from		
	week 4	by, my		What is this? (This, What in title)
				The Hut (short u review)
	week 5	do		Id (short i book, tricky names for characters Id and If)
				What will I do? (What in title, do only in title, will)
				What do I have? (short e words, What {in title})
	week 6	one		

Title for Unit 5 Week 5 if the word 'see' is taught as a trick word earlier in the program sequence

What do we see? (see, short u words, What {in title})

### Websites

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# BPS Focus on K2 Working on Words

# BPS Working on Words (WOW) Kindergarten Level

Unit	Week	Sight Words	Foundational Skill	Decodable Book Title
Unit 2	Weeks 1-7	the, I, my, it, see, you, to, and, in		
	week 8	a, on	blending and segmenting words; all consonants and short vowels have been introduced	Cat on the Mat
				What did you get? (short o words, What {in title})
				Lex (short e book)
				I see Sam (repeats same 3 words{ I, see Sam})
				Sam (repeats same 3 words{ I, see Sam})
				Sam Sat (repeat many words)
	week 9	is		What is it? (short i words, What {in title})
				The Pet in a Jet
	week 10	she, they		Bam (short a book)
Unit 3	week 1	was		
	week 2	like, me		
	week 3	all		
	week 4	he, his		Dan and his Cap
	week 5	can		Nan and Pap (short a words)
	week 6	are, do	ch, sh, th, wh	*What will I do? (What in title, do only in title, will)
	week 7	of		Rex and Tex (short e review)
				Siz and Liz (short I review)
				The Pit (short i review)
				Dod and Bob (short o review)
				Jaz (short a book)
				Bil (short I book)
				Vic (short I book)
				Mod (short o book)
	week 8	with, for		Jan and Dan (an word family)
				Rob (short o book)

## BPS Focus on K2 Working on Words

Unit	Week	Sight Words	Foundational Skill	Decodable Book Title
Unit 4	week 1	or, have	ck	What do I have? ( short e words, What {in title})
				Tut (short u book)
				Rus (short u book)
	week 2	as, has		Dan and a Van
				The Lad
				Jan and Pam (short a review)
				The Van (short a review)
				The Bed (short e review)
				The Box (short o review)
				Hun and Sum (short u review)
				Ab (short a book)
				Ed (short e book)
				Dez (off, short e book)
				Oz (short o book)
				Ut (short u book)
	week 3	am		What am I? (short a words, What {in title})
				What is this? (This, What in title)
				A Nap and a Map (short a words)
				See Sam (repeats same 4 words{ I, see Sam, am})
				See Me (repeats same 5 words {see, Sam, I am, me})
				Mat (repeats same 6 words {see, Mat, I, Sam, am, me})
				See Mat (repeats many words)
				Sam is Mad (this, repeats many words)
				We will See (repeats many words)
				Sis in a mess (this)
	week 4	we, be		What do we see? (short u words, What {in title})
	week 5	does		What Can You Be? (What in title)
	week 6	go no. so		
	week 7	by		The Hut (short u review)
	week 8			Id (short I book, tricky names for characters Id and If)

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	week 8	a, on	blending and segmenting words; all consonants and short vowels have been introduced	Cat on the Mat
				What did you get? (short o words, What {in title})
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				I see Sam (repeats same 3 words{ I, see Sam})
				Sam (repeats same 3 words{ I, see Sam})
				Sam Sat (repeat many words)
	week 9	is		What is it? (short i words, What {in title})
				The Pet in a Jet
				Bam (short a book)
	week 10	she, they		
Unit 3	week 1	was		
	week 2	like, me		
	week 3	all		
	week 4	he, his		Dan and his Cap
	week 5	can		Nan and Pap (short a words)
	week 6	are, do	ch, sh, th, wh	*What will I do? (What in title, do only in title, will)
	week 7	of		Rex and Tex (short e review)
				Siz and Liz (short I review)
				The Pit (short i review)
				Dod and Bob (short o review)
				Jaz (short a book)
				Bil (short I book)
				Vic (short I book)
				Mod (short o book)
	week 8	with, for		Jan and Dan (an word family)
				Rob (short o book)

Unit	Week	Sight Words	Foundational Skill	Decodable Book Title
Unit 4	week 1	or, have	ck	What do I have? ( short e words, What {in title})
				Tut (short u book)
				Rus (short u book)
	week 2	as, has		Dan and a Van
				The Lad
				Jan and Pam (short a review)
				The Van (short a review)
				The Bed (short e review)
				The Box (short o review)
				Hun and Sum (short u review)
				Ab (short a book)
				Ed (short e book)
				Dez (off, short e book)
				Oz (short o book)
				Ut (short u book)
	week 3	am		What am I? (short a words, What [in title])
				What is this? (This, What in title)
				A Nap and a Map (short a words)
				See Sam (repeats same 4 words { I, see Sam, am })
				See Me (repeats same 5 words {see, Sam, I am, me})
				Mat (repeats same 6 words {see, Mat, I, Sam, am, me})
				See Mat (repeats many words)
				Sam is Mad (this, repeats many words)
				We will See (repeats many words)
	week 4	we, be		What do we see? (short u words, What {in title})
				What Can You Be? (What in title)
	week 5	does		
	week 6	go no. so		
	week 7	by		The Hut (short u review)
				Id (short I book, tricky names for characters Id and If)
	week 8			

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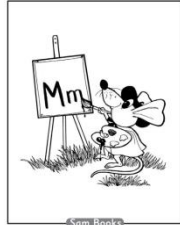


# Closer look at books at K Level

- More dependent on sight/trick/snap/high frequency words learned to date
- For use only after blending of sounds into words is introduced (most consonant and short vowel sounds have been mastered)
- Fewer and/or less engaging pictures
- Simplistic plots; in some instances sentence structure is less predictable
- Attends to phonetic patterns learned
- Sentences may seem stilted or choppy. Some word meanings may be unknown to students.



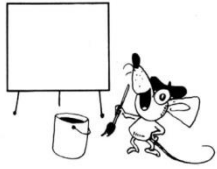
# Mat



Sam Books  
Book 5

# Mat

## From Reading Teacher



"I am Mat.  
See me."



"I see Sam."



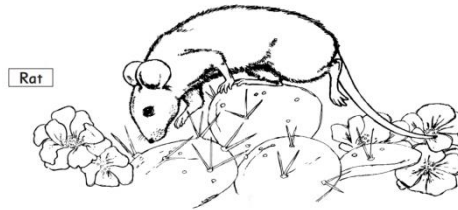
"See me, Sam."



See Mat.  
See Sam.



"I see Mat."



Rat



"See me."



"I am Sam.  
See me!"



"I see!"



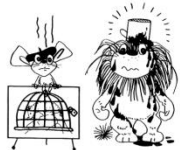
See Mat.  
See Sam.



"I See Mat.  
See, Mat."



See Mat.



See Mat.  
See Sam.

# What is it?

From Hubbard's Cupboard

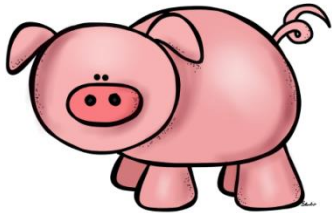
What is it?



Vowel Focus: short i

Sight Words used: a, is, it, what

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It is a pig.



It is a wig.



It is a lid.



It is a kid.



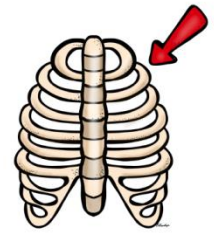
It is a fin.



It is a pin.



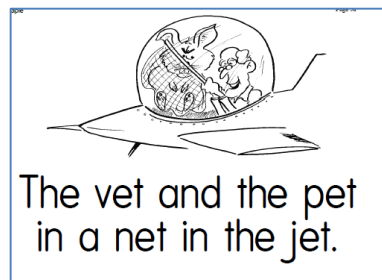
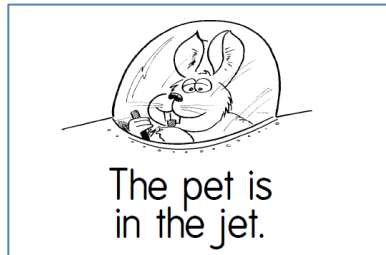
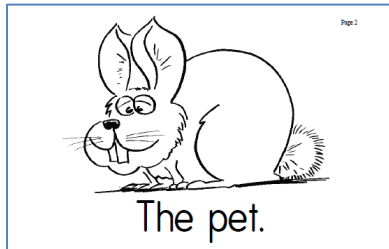
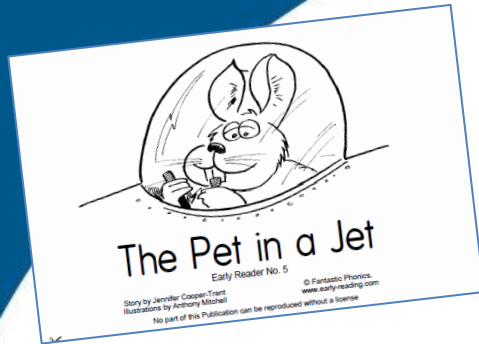
It is a bib.



It is a rib.

# The Pet in a Jet

From Fantastic Phonics



# Jan and Pam

From Fun Phonics



## Jan and Pam

Short *a*



Pam is a pal of Jan.

5



Pam and the cat ran.

6



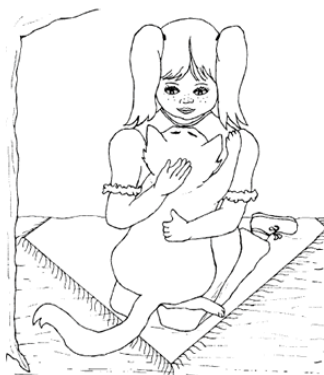
Jan has a pan of ham.

7



Pam has a can of jam.

8



Jan sat on the lap of Pam.

11



Pam and the cat nap.

12



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The short vowel u

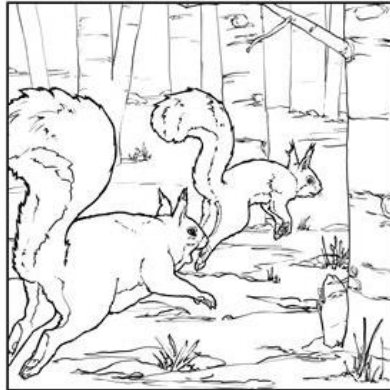
**Tut**



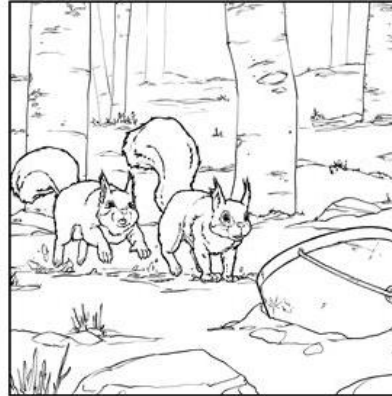
Written by Trish Mylet  
Illustrated by Herrick Ong

# Tut

From Free Phonetic Readers



**Tut and Tuk run.**



**Tut and Tuk run to a tub.**



**Tuk dug in the tub.**



**Tut has a nut.**



**Tut and Tuk have fun.**



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## A Nap and a Map



Written by Lili Henderson  
Illustrated by Fred Volke  
www.readinga-z.com

# A Nap and a Map

From Reading A-Z



I am Pap.  
I am a man.



I can nap.



I can nap in a pan.



I am Pam.  
I can nap.



I can nap  
on a map.



# Word of Caution

- Important to think about HOW decodable texts fit into your overall comprehensive literacy instruction - what role will they play?
  - Within one grade? Multiple grades?
  - Across the district/LEA?
- Key: Decodable Texts are NOT to replace Guided Reading texts; rather they are a component of your Structured Phonics Instruction.

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# Questions?

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